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ABSTRACT

This book provides a collection of articles that covers urban education from both developed and developing countries. It presents five studies focused on the United States and other industrialized countries, two studies on Asia, two on Africa, and one on Latin American. Major sections discuss concepts and trends in urban education, the bureaucratic dynamics in urban educational systems, the important manifestations of state and response, and issues totally peculiar to developing countries regarding the education experiences of women and marginal students. Articles and their authors are as follows: "Defining Urban in Educational Studies" (R. Murray Thomas); "Some Trends and Issues Affecting Education in the Urban Context" (Nelly P. Stromquist); "Urban Education and the Culture of Contentment: The Politics, Culture, and Economics of Inner-City Schooling" (Gerald Grace); "Safety Net or Safety Valve: How Choice is Constructed in an Urban Dropout Program" (Deirdre M. Kelly); "Disparities in Educational Development in a Fast-Developing Chinese City: The Case of Guangzhou" (W. O. Lee and Li Zibiao); "Inequitable Agricultural Extension Services in the Urban Context: The Case of Tanzania" (Malongo R. S. Mlozi); "Education and Docility: The Dilemmas of Singapore and the Next Lap" (Roger Boshier); "Neighborhood Associations and the Fight for Public Schooling in Rio de Janeiro State" (Nelly Moulin and Isabel Pereira); "The Growth Machine and the Politics of Urban Educational Reform: The Case of Charlotte, North Carolina" (Roslyn Mickelson et al.); "Rural Students in Urban Settings in Africa: The Experience of Female Students in Secondary Schools" (N'Dri Assie-Lumumba); "The Effects of War Trauma on Central American Immigrant Children" (Magaly Lavadenz); and "Street Children and Their Education: A Challenge for Urban Educators" (Adrian Blunt). Contains an index. (GLR)